



# Arkansas State University

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## Respondent Characteristics

August 2011

<b>Response rate</b>	37%			
<b>Number of invited faculty members</b>	499			
<b>Total number of respondents</b>	185 (48 teach mostly first-year students, 108 teach mostly seniors, and 18 teach other students, and 11 missing class rank of students taught.)			
	<b>Faculty who teach First-year students</b>	<b>Faculty who teach Seniors</b>	<b>Faculty who teach Other students</b>	<b>Total</b>
<b>Rank</b>				
Professor	32%	20%	20%	23%
Associate Professor	15%	30%	27%	26%
Assistant Professor	22%	34%	13%	29%
Instructor	29%	15%	33%	21%
Lecturer	0%	0%	0%	0%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	2%	0%	7%	1%
<b>Tenure status</b>				
Tenured	48%	51%	47%	49%
On tenure track but not tenured	15%	31%	20%	26%
Not on tenure track	35%	17%	33%	24%
No tenure system	3%	1%	0%	1%
<b>Highest degree earned</b>				
First professional degree	2%	3%	0%	3%
Doctoral degree	66%	72%	40%	67%
Master's degree	22%	22%	60%	26%
Bachelor's degree	2%	0%	0%	1%
Associate's degree	0%	0%	0%	0%
Other	7%	3%	0%	4%
<b>Full-time/Part Time</b>				
Full-time	97%	98%	100%	98%
Part-time	3%	2%	0%	2%

	<b>Faculty who teach First-year students</b>	<b>Faculty who teach Seniors</b>	<b>Faculty who teach Other students</b>	<b>Total</b>
<b>Number of courses taught 10-11<sup>1</sup></b>				
None	3%	0%	8%	1%
1-3	5%	10%	0%	8%
4-6	53%	30%	33%	37%
7 or more	39%	60%	58%	54%
<b>Years of teaching experience</b>				
4 or less	13%	25%	14%	21%
5-9	13%	15%	14%	15%
10-14	3%	17%	14%	13%
15 or more	71%	43%	57%	52%
<b>Age</b>				
34 or younger	8%	6%	15%	7%
35-44	23%	19%	8%	19%
45-54	33%	31%	23%	31%
Older than 54	38%	44%	54%	43%
<b>Gender</b>				
Male	48%	48%	36%	47%
Female	53%	52%	64%	53%
<b>Race / Ethnicity</b>				
American Indian/ Native Amer.	2%	1%	0%	1%
Asian/ Asian Amer./ Pacific Isl.	5%	3%	7%	4%
Black or African American	10%	10%	7%	10%
White (non-Hispanic)	73%	69%	86%	72%
Mexican or Mexican American	0%	0%	0%	0%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	0%	2%	0%	1%
Multiracial	2%	1%	0%	1%
Other	0%	0%	0%	0%
Prefer not to respond	7%	13%	0%	10%
<b>Citizenship status</b>				
U.S. citizen, native	93%	92%	100%	93%
U.S. citizen, naturalized	2%	2%	0%	2%
Permanent resident of the U.S.	2%	3%	0%	3%
Temporary resident of the U.S.	2%	2%	0%	2%

1: Includes 2010-2011 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



# Arkansas State University

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Frequency Distributions

August 2011

# Interpreting the Frequency Distributions Report

## Typical-Student Survey Option

The typical-student option asks faculty members to respond to questions based on the typical first-year student or senior they have taught during the current academic year. This option is valuable for institutions that desire to have faculty estimate first-year or senior levels of engagement across all their courses, rather than one particular course.

## Sample

The *Frequency Distributions* report is based on information from all faculty respondents at your institution who reported that they teach mostly first-year or senior students. Faculty who reported teaching mostly other types of students or who did not report the class level of students taught are not included in this report.

## Survey Items

The items from the FSSE typical-student survey option appear in the left column in the same order and wording as they appear on the instrument.

## Class Level

Frequency distributions are reported separately for faculty who teach mostly first-year students and those who teach mostly seniors.

## Variable Names

The name of each variable appears in the first column for easy reference to your data file and the *FSSE-NSSE Combined Report*.



How important is it to you that undergraduates at your institution do the following?

a. Practicum, internship, field experience, co-op experience, or clinical assignment

b. Community service or volunteer work

c. Participation in a learning community or some other formal program where groups of students take two or more classes together

## Response Categories

Response options are listed just as they appear on the instrument.

## FSSE 2011 Frequency Distributions NSSEville State University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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## Count

The 'Count' column represents the actual number of faculty who selected a particular response for each item.

Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
		Count	Col %	Count	Col %	Count	Col %
FINTERN	Not important	2	2%	1	1%	3	2%
	Somewhat important	13	14%	8	12%	21	13%
	Important	25	27%	17	25%	42	26%
	Very important	54	57%	42	62%	96	59%
	Total	94	100%	68	100%	162	100%
FVOLUNTR	Not important	6	6%	2	3%	8	5%
	Somewhat important	19	20%	14	21%	33	20%
	Important	40	42%	28	41%	68	42%
	Very important	30	32%	24	35%	54	33%
	Total	95	100%	68	100%	163	100%
FLERNCOM	Not important	9	10%	12	18%	21	13%
	Somewhat important	37	39%	21	31%	58	36%
	Important	33	35%	23	34%	56	35%
	Very important	15	16%	11	16%	26	16%
	Total	94	100%	67	100%	161	100%

## Column Percentage (%)

This column represents the percentage of faculty responding to the particular option for each item.

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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**How important is it to you that undergraduates at your institution do the following?**

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	3	7%	4	4%	7	5%
		Somewhat important	8	17%	13	12%	21	14%
		Important	12	26%	24	22%	36	23%
		Very important	23	50%	67	62%	90	58%
		Total	46	100%	108	100%	154	100%
b. Community service or volunteer work	FVOLUNTR	Not important	3	6%	9	9%	12	8%
		Somewhat important	14	29%	32	30%	46	30%
		Important	13	27%	40	38%	53	35%
		Very important	18	38%	24	23%	42	27%
		Total	48	100%	105	100%	153	100%
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	Not important	6	13%	19	18%	25	16%
		Somewhat important	15	32%	34	32%	49	32%
		Important	13	28%	32	30%	45	29%
		Very important	13	28%	22	21%	35	23%
		Total	47	100%	107	100%	154	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	5	10%	16	15%	21	13%
		Somewhat important	14	29%	42	39%	56	36%
		Important	20	42%	30	28%	50	32%
		Very important	9	19%	20	19%	29	19%
		Total	48	100%	108	100%	156	100%
e. Foreign language coursework	FFORLANG	Not important	7	15%	23	21%	30	19%
		Somewhat important	13	27%	37	35%	50	32%
		Important	15	31%	30	28%	45	29%
		Very important	13	27%	17	16%	30	19%
		Total	48	100%	107	100%	155	100%
f. Study abroad	FSTUDYAB	Not important	8	17%	27	25%	35	23%
		Somewhat important	17	35%	44	41%	61	39%
		Important	15	31%	17	16%	32	21%
		Very important	8	17%	19	18%	27	17%
		Total	48	100%	107	100%	155	100%

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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**How important is it to you that undergraduates at your institution do the following? (continued)**

	<i>Variable</i>	<i>Response Options</i>	<i>Faculty who teach First-year students</i>		<i>Faculty who teach Seniors</i>		<i>Faculty Total</i>	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Independent study or self-designed major	FINDST06	Not important	6	13%	43	40%	49	31%
		Somewhat important	21	44%	36	33%	57	37%
		Important	13	27%	22	20%	35	22%
		Very important	8	17%	7	6%	15	10%
		Total		48	100%	108	100%	156
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	3	6%	9	8%	12	8%
		Somewhat important	8	17%	13	12%	21	13%
		Important	14	29%	30	28%	44	28%
		Very important	23	48%	56	52%	79	51%
		Total		48	100%	108	100%	156

**Select the response that you believe best represents the quality of student relationships with people at your institution.**

	<i>Variable</i>	<i>Response Options</i>	<i>Faculty who teach First-year students</i>		<i>Faculty who teach Seniors</i>		<i>Faculty Total</i>	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
Student relationships with <b>other students</b>	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	1	2%	0	0%	1	1%
		2	1	2%	1	1%	2	1%
		3	1	2%	7	7%	8	5%
		4	9	19%	10	9%	19	12%
		5	14	30%	35	33%	49	32%
		6	18	38%	43	40%	61	40%
		Friendly, Supportive, Sense of Belonging	3	6%	11	10%	14	9%
		Total		47	100%	107	100%	154

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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Select the response that you believe best represents the quality of student relationships with people at your institution. (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
Student relationships with <b>faculty members</b>	FENVFAC	Unavailable, Unhelpful, Unsympathetic	1	2%	1	1%	2	1%
		2	0	0%	2	2%	2	1%
		3	2	4%	5	5%	7	5%
		4	10	21%	18	17%	28	18%
		5	19	40%	36	34%	55	36%
		6	13	28%	34	32%	47	31%
		Available, Helpful, Sympathetic	2	4%	11	10%	13	8%
		Total	47	100%	107	100%	154	100%
Student relationships with <b>administrative personnel and offices</b>	FENVADM	Unhelpful, Inconsiderate, Rigid	1	2%	6	6%	7	5%
		2	10	21%	9	8%	19	12%
		3	3	6%	19	18%	22	14%
		4	16	33%	27	25%	43	28%
		5	11	23%	26	25%	37	24%
		6	4	8%	13	12%	17	11%
		Helpful, Considerate, Flexible	3	6%	6	6%	9	6%
		Total	48	100%	106	100%	154	100%

To what extent does your institution emphasize each of the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	Very little	4	8%	15	14%	19	12%
		Some	17	35%	35	32%	52	33%
		Quite a bit	17	35%	34	31%	51	33%
		Very much	10	21%	24	22%	34	22%
		Total	48	100%	108	100%	156	100%



**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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To what extent does your institution emphasize each of the following? (continued)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	2	4%	2	2%	4	3%
		Some	14	30%	23	21%	37	24%
		Quite a bit	18	38%	53	50%	71	46%
		Very much	13	28%	29	27%	42	27%
		Total	47	100%	107	100%	154	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	3	6%	13	12%	16	10%
		Some	16	33%	39	36%	55	35%
		Quite a bit	24	50%	34	31%	58	37%
		Very much	5	10%	22	20%	27	17%
		Total	48	100%	108	100%	156	100%
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	9	19%	23	21%	32	21%
		Some	28	58%	48	45%	76	49%
		Quite a bit	8	17%	28	26%	36	23%
		Very much	3	6%	8	7%	11	7%
		Total	48	100%	107	100%	155	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	5	11%	15	14%	20	13%
		Some	25	53%	52	48%	77	50%
		Quite a bit	12	26%	34	31%	46	30%
		Very much	5	11%	7	6%	12	8%
		Total	47	100%	108	100%	155	100%
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FENVACT	Very little	4	9%	9	8%	13	8%
		Some	21	45%	43	40%	64	42%
		Quite a bit	16	34%	41	38%	57	37%
		Very much	6	13%	14	13%	20	13%
		Total	47	100%	107	100%	154	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENV EVEN	Very little	6	13%	14	13%	20	13%
		Some	21	46%	42	40%	63	41%
		Quite a bit	12	26%	40	38%	52	34%
		Very much	7	15%	10	9%	17	11%
		Total	46	100%	106	100%	152	100%

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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To what extent does your institution emphasize each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	2	4%	2	2%	4	3%
		Some	5	10%	12	11%	17	11%
		Quite a bit	20	42%	40	37%	60	39%
		Very much	21	44%	53	50%	74	48%
		Total	48	100%	107	100%	155	100%

About how many hours do you spend in a typical 7-day week doing each of the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Teaching undergraduate students in class	UGTEACH	0	1	2%	2	2%	3	2%
		1-4	5	10%	14	13%	19	12%
		5-8	10	21%	31	29%	41	26%
		9-12	15	31%	32	30%	47	30%
		13-16	10	21%	14	13%	24	15%
		17-20	4	8%	6	6%	10	6%
		21-30	3	6%	6	6%	9	6%
		More than 30	0	0%	2	2%	2	1%
		Total	48	100%	107	100%	155	100%
b. Grading papers and exams	GRADEPAP	0	1	2%	0	0%	1	1%
		1-4	15	31%	35	32%	50	32%
		5-8	20	42%	33	31%	53	34%
		9-12	6	13%	22	20%	28	18%
		13-16	3	6%	13	12%	16	10%
		17-20	1	2%	2	2%	3	2%
		21-30	2	4%	2	2%	4	3%
		More than 30	0	0%	1	1%	1	1%
		Total	48	100%	108	100%	156	100%

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you spend in a *typical 7-day week* doing each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	1	2%	0	0%	1	1%
		1-4	17	35%	42	39%	59	38%
		5-8	20	42%	38	35%	58	37%
		9-12	8	17%	14	13%	22	14%
		13-16	1	2%	6	6%	7	4%
		17-20	0	0%	3	3%	3	2%
		21-30	1	2%	3	3%	4	3%
		More than 30	0	0%	2	2%	2	1%
		Total	48	100%	108	100%	156	100%
d. Preparing for class	CLASSPRP	0	0	0%	1	1%	1	1%
		1-4	6	13%	19	18%	25	16%
		5-8	20	43%	39	36%	59	38%
		9-12	12	26%	27	25%	39	25%
		13-16	4	9%	12	11%	16	10%
		17-20	5	11%	3	3%	8	5%
		21-30	0	0%	3	3%	3	2%
		More than 30	0	0%	4	4%	4	3%
		Total	47	100%	108	100%	155	100%
e. Reflecting on ways to improve my teaching	REFLECT	0	1	2%	5	5%	6	4%
		1-4	23	50%	65	60%	88	57%
		5-8	13	28%	28	26%	41	27%
		9-12	6	13%	6	6%	12	8%
		13-16	2	4%	1	1%	3	2%
		17-20	0	0%	0	0%	0	0%
		21-30	1	2%	2	2%	3	2%
		More than 30	0	0%	1	1%	1	1%
		Total	46	100%	108	100%	154	100%

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Research and scholarly activities	SCHOLAR	0	3	7%	4	4%	7	5%
		1-4	19	41%	35	32%	54	35%
		5-8	14	30%	28	26%	42	27%
		9-12	2	4%	19	18%	21	14%
		13-16	2	4%	8	7%	10	6%
		17-20	3	7%	7	6%	10	6%
		21-30	2	4%	2	2%	4	3%
		More than 30	1	2%	5	5%	6	4%
		Total	46	100%	108	100%	154	100%
g. Working with undergraduates on research	FRESEARC	0	19	41%	49	45%	68	44%
		1-4	19	41%	38	35%	57	37%
		5-8	7	15%	11	10%	18	12%
		9-12	1	2%	3	3%	4	3%
		13-16	0	0%	2	2%	2	1%
		17-20	0	0%	2	2%	2	1%
		21-30	0	0%	2	2%	2	1%
		More than 30	0	0%	1	1%	1	1%
		Total	46	100%	108	100%	154	100%
h. Advising undergraduate students	ADVISE	0	8	17%	15	14%	23	15%
		1-4	20	43%	48	44%	68	44%
		5-8	11	23%	29	27%	40	26%
		9-12	6	13%	9	8%	15	10%
		13-16	0	0%	0	0%	0	0%
		17-20	1	2%	3	3%	4	3%
		21-30	0	0%	2	2%	2	1%
		More than 30	1	2%	2	2%	3	2%
		Total	47	100%	108	100%	155	100%

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you spend in a *typical 7-day week* doing each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
i. Supervising internships or other field experiences	FIELDEXP	0	33	69%	52	49%	85	55%
		1-4	10	21%	29	27%	39	25%
		5-8	5	10%	14	13%	19	12%
		9-12	0	0%	6	6%	6	4%
		13-16	0	0%	1	1%	1	1%
		17-20	0	0%	3	3%	3	2%
		21-30	0	0%	1	1%	1	1%
		More than 30	0	0%	0	0%	0	0%
			Total	48	100%	106	100%	154
j. Working with students on activities other than coursework (committees, orientation, student life activities, etc.)	FFACOTHR	0	14	29%	35	33%	49	32%
		1-4	28	58%	55	51%	83	54%
		5-8	5	10%	13	12%	18	12%
		9-12	1	2%	0	0%	1	1%
		13-16	0	0%	1	1%	1	1%
		17-20	0	0%	1	1%	1	1%
		21-30	0	0%	1	1%	1	1%
		More than 30	0	0%	1	1%	1	1%
			Total	48	100%	107	100%	155
k. Other interactions with students outside of the classroom	FINTERAC	0	5	11%	16	15%	21	14%
		1-4	25	53%	68	64%	93	60%
		5-8	9	19%	16	15%	25	16%
		9-12	4	9%	3	3%	7	5%
		13-16	1	2%	3	3%	4	3%
		17-20	1	2%	1	1%	2	1%
		21-30	1	2%	0	0%	1	1%
		More than 30	1	2%	0	0%	1	1%
			Total	47	100%	107	100%	154

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
1. Conducting service activities	SERVICE	0	7	15%	15	14%	22	14%
		1-4	26	54%	50	47%	76	49%
		5-8	12	25%	27	25%	39	25%
		9-12	3	6%	10	9%	13	8%
		13-16	0	0%	3	3%	3	2%
		17-20	0	0%	1	1%	1	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	1%	1	1%
		Total		48	100%	107	100%	155
In what format do you most often teach?	TTEACFOR	Classroom, on-campus	46	96%	90	83%	136	87%
		Classroom, auxiliary location	1	2%	5	5%	6	4%
		Distance education	1	2%	13	12%	14	9%
		Total	48	100%	108	100%	156	100%

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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Please respond to the following question based on one particular undergraduate course section you are teaching or have taught during this academic year.

In your selected course section, on average, what percent of class time is spent on the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Lecture	LECTURE	0%	1	2%	3	3%	4	3%
		1-9%	3	7%	7	7%	10	7%
		10-19%	9	20%	12	12%	21	14%
		20-29%	4	9%	16	16%	20	14%
		30-39%	6	13%	15	15%	21	14%
		40-49%	5	11%	14	14%	19	13%
		50-74%	14	30%	23	23%	37	25%
		75% or more	4	9%	10	10%	14	10%
		Total	46	100%	100	100%	146	100%
b. Teacher-led discussion	TEACHLED	0%	0	0%	3	3%	3	2%
		1-9%	7	16%	17	17%	24	17%
		10-19%	8	18%	21	21%	29	20%
		20-29%	11	25%	27	27%	38	26%
		30-39%	8	18%	13	13%	21	14%
		40-49%	6	14%	9	9%	15	10%
		50-74%	3	7%	8	8%	11	8%
		75% or more	1	2%	3	3%	4	3%
		Total	44	100%	101	100%	145	100%
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	2	4%	19	19%	21	14%
		1-9%	11	24%	25	25%	36	24%
		10-19%	13	29%	18	18%	31	21%
		20-29%	7	16%	22	22%	29	20%
		30-39%	8	18%	7	7%	15	10%
		40-49%	2	4%	5	5%	7	5%
		50-74%	2	4%	6	6%	8	5%
		75% or more	0	0%	0	0%	0	0%
		Total	45	100%	102	100%	147	100%

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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In your selected course section, on average, what percent of class time is spent on the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
d. Student computer use	COMPMED	0%	16	34%	51	49%	67	44%
		1-9%	15	32%	22	21%	37	24%
		10-19%	9	19%	12	11%	21	14%
		20-29%	1	2%	8	8%	9	6%
		30-39%	3	6%	3	3%	6	4%
		40-49%	2	4%	2	2%	4	3%
		50-74%	0	0%	1	1%	1	1%
		75% or more	1	2%	6	6%	7	5%
		Total	47	100%	105	100%	152	100%
e. Small group activities	GROUPSML	0%	11	23%	19	18%	30	20%
		1-9%	11	23%	23	22%	34	22%
		10-19%	17	35%	22	21%	39	25%
		20-29%	3	6%	20	19%	23	15%
		30-39%	4	8%	12	11%	16	10%
		40-49%	1	2%	3	3%	4	3%
		50-74%	0	0%	4	4%	4	3%
		75% or more	1	2%	2	2%	3	2%
		Total	48	100%	105	100%	153	100%
f. Student presentations	STUPRES	0%	11	24%	29	28%	40	27%
		1-9%	19	41%	35	34%	54	36%
		10-19%	12	26%	23	22%	35	23%
		20-29%	2	4%	8	8%	10	7%
		30-39%	1	2%	5	5%	6	4%
		40-49%	0	0%	3	3%	3	2%
		50-74%	1	2%	0	0%	1	1%
		75% or more	0	0%	0	0%	0	0%
		Total	46	100%	103	100%	149	100%



**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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In your selected course section, on average, what percent of class time is spent on the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
g. In-class writing	CLSWRITE	0%	11	23%	42	40%	53	35%
		1-9%	18	38%	32	30%	50	33%
		10-19%	8	17%	21	20%	29	19%
		20-29%	6	13%	8	8%	14	9%
		30-39%	3	6%	1	1%	4	3%
		40-49%	0	0%	1	1%	1	1%
		50-74%	2	4%	0	0%	2	1%
		75% or more	0	0%	0	0%	0	0%
			Total	48	100%	105	100%	153
h. Testing and evaluation	TESTEVAL	0%	0	0%	3	3%	3	2%
		1-9%	13	28%	41	39%	54	36%
		10-19%	17	37%	37	35%	54	36%
		20-29%	7	15%	13	12%	20	13%
		30-39%	3	7%	2	2%	5	3%
		40-49%	4	9%	3	3%	7	5%
		50-74%	2	4%	4	4%	6	4%
		75% or more	0	0%	2	2%	2	1%
			Total	46	100%	105	100%	151
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	36	77%	85	84%	121	82%
		1-9%	4	9%	5	5%	9	6%
		10-19%	0	0%	1	1%	1	1%
		20-29%	3	6%	3	3%	6	4%
		30-39%	0	0%	2	2%	2	1%
		40-49%	0	0%	2	2%	2	1%
		50-74%	2	4%	1	1%	3	2%
		75% or more	2	4%	2	2%	4	3%
			Total	47	100%	101	100%	148

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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In your selected course section, on average, what *percent of class time* is spent on the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	20	43%	50	48%	70	46%
		1-9%	12	26%	21	20%	33	22%
		10-19%	4	9%	6	6%	10	7%
		20-29%	6	13%	4	4%	10	7%
		30-39%	1	2%	9	9%	10	7%
		40-49%	1	2%	9	9%	10	7%
		50-74%	0	0%	3	3%	3	2%
		75% or more	2	4%	3	3%	5	3%
		Total	46	100%	105	100%	151	100%
Estimate the total number of students you have taught during this current academic year.	TTSTDCOL	9 or less	2	4%	8	7%	10	6%
		10-19	2	4%	13	12%	15	10%
		20-29	4	8%	20	19%	24	15%
		30-49	13	27%	26	24%	39	25%
		50-99	14	29%	24	22%	38	24%
		100 or more	13	27%	17	16%	30	19%
		Total	48	100%	108	100%	156	100%

## FSSE 2011 Frequency Distributions Arkansas State University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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Please respond to the following questions based on the typical students you have taught during this academic year.

About how often has the typical student done each of the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Asked questions in class or contributed to class discussions	TCLQUEST	Never	0	0%	1	1%	1	1%
		Sometimes	29	62%	34	32%	63	41%
		Often	10	21%	40	38%	50	33%
		Very Often	8	17%	30	29%	38	25%
		Total		47	100%	105	100%	152
b. Made a class presentation	TCLPRSNT	Never	16	35%	24	23%	40	27%
		Sometimes	22	48%	32	31%	54	36%
		Often	6	13%	23	22%	29	19%
		Very Often	2	4%	24	23%	26	17%
		Total		46	100%	103	100%	149
c. Prepared two or more drafts of a paper or assignment before turning it in	TREWROPA	Never	19	41%	30	29%	49	33%
		Sometimes	21	46%	38	37%	59	40%
		Often	5	11%	26	25%	31	21%
		Very Often	1	2%	9	9%	10	7%
		Total		46	100%	103	100%	149
d. Worked on a paper or project that required integrating ideas or information from various sources	TINTEGRA	Never	8	18%	11	10%	19	13%
		Sometimes	25	56%	22	21%	47	31%
		Often	8	18%	39	37%	47	31%
		Very Often	4	9%	33	31%	37	25%
		Total		45	100%	105	100%	150
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	TDIVCLAS	Never	11	24%	18	17%	29	19%
		Sometimes	19	42%	35	34%	54	36%
		Often	9	20%	33	32%	42	28%
		Very Often	6	13%	18	17%	24	16%
		Total		45	100%	104	100%	149

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Come to class without completing readings or assignments	TCLUNPRE	Never	3	6%	10	10%	13	9%
		Sometimes	10	21%	52	50%	62	41%
		Often	22	47%	22	21%	44	29%
		Very Often	12	26%	19	18%	31	21%
		Total	47	100%	103	100%	150	100%
g. Worked with other students on projects during class	TCLASSGR	Never	7	15%	13	13%	20	13%
		Sometimes	24	51%	34	33%	58	39%
		Often	10	21%	38	37%	48	32%
		Very Often	6	13%	18	17%	24	16%
		Total	47	100%	103	100%	150	100%
h. Worked with classmates outside of class to prepare class assignments	TOCCGRP	Never	7	15%	13	13%	20	13%
		Sometimes	26	55%	33	32%	59	39%
		Often	10	21%	42	41%	52	35%
		Very Often	4	9%	15	15%	19	13%
		Total	47	100%	103	100%	150	100%
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	TINTIDEA	Never	8	17%	4	4%	12	8%
		Sometimes	28	61%	40	39%	68	46%
		Often	9	20%	47	46%	56	38%
		Very Often	1	2%	11	11%	12	8%
		Total	46	100%	102	100%	148	100%
j. Tutored or taught other students (paid or voluntary)	TTUTOR	Never	14	31%	28	28%	42	29%
		Sometimes	26	58%	57	57%	83	57%
		Often	4	9%	10	10%	14	10%
		Very Often	1	2%	5	5%	6	4%
		Total	45	100%	100	100%	145	100%
k. Participated in a community-based project (e.g., service learning) as part of a regular course	TCOMMPRO	Never	19	42%	40	40%	59	41%
		Sometimes	18	40%	37	37%	55	38%
		Often	7	16%	16	16%	23	16%
		Very Often	1	2%	7	7%	8	6%
		Total	45	100%	100	100%	145	100%

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	TITICADE	Never	2	4%	5	5%	7	5%
		Sometimes	15	33%	35	35%	50	34%
		Often	19	41%	32	32%	51	35%
		Very Often	10	22%	29	29%	39	27%
		Total	46	100%	101	100%	147	100%
m. Used e-mail to communicate with an instructor	TEMAIL	Never	0	0%	0	0%	0	0%
		Sometimes	3	7%	11	11%	14	9%
		Often	24	52%	34	33%	58	39%
		Very Often	19	41%	59	57%	78	52%
		Total	46	100%	104	100%	150	100%
n. Discussed grades or assignments with an instructor	TGRADE	Never	1	2%	0	0%	1	1%
		Sometimes	19	41%	36	35%	55	37%
		Often	22	48%	40	39%	62	42%
		Very Often	4	9%	27	26%	31	21%
		Total	46	100%	103	100%	149	100%
o. Talked about career plans with a faculty member or advisor	TPLANS	Never	6	13%	4	4%	10	7%
		Sometimes	28	62%	42	41%	70	48%
		Often	9	20%	37	36%	46	31%
		Very Often	2	4%	19	19%	21	14%
		Total	45	100%	102	100%	147	100%
p. Discussed ideas from his or her readings or classes with faculty members outside of class	TIDEAS	Never	9	20%	14	14%	23	15%
		Sometimes	26	57%	61	59%	87	58%
		Often	10	22%	23	22%	33	22%
		Very Often	1	2%	5	5%	6	4%
		Total	46	100%	103	100%	149	100%
q. Received prompt written or oral feedback from faculty on his or her academic performance	TFEED	Never	0	0%	0	0%	0	0%
		Sometimes	2	4%	14	14%	16	11%
		Often	26	58%	44	44%	70	48%
		Very Often	17	38%	42	42%	59	41%
		Total	45	100%	100	100%	145	100%

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done each of the following? (continued)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
r. Worked harder than usual to meet an instructor's standards or expectations	TWORKHRD	Never	0	0%	4	4%	4	3%
		Sometimes	32	71%	54	53%	86	59%
		Often	11	24%	25	25%	36	25%
		Very Often	2	4%	18	18%	20	14%
		Total	45	100%	101	100%	146	100%
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	TFACOTHR	Never	14	32%	16	16%	30	21%
		Sometimes	25	57%	53	54%	78	55%
		Often	4	9%	25	26%	29	20%
		Very Often	1	2%	4	4%	5	4%
		Total	44	100%	98	100%	142	100%
t. Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	TOOCID05	Never	6	14%	8	9%	14	10%
		Sometimes	33	75%	51	55%	84	62%
		Often	4	9%	29	32%	33	24%
		Very Often	1	2%	4	4%	5	4%
		Total	44	100%	92	100%	136	100%
u. Had serious conversations with students of a different race or ethnicity than his or her own	TDIVRSTU	Never	4	9%	16	17%	20	15%
		Sometimes	26	60%	49	52%	75	55%
		Often	11	26%	23	24%	34	25%
		Very Often	2	5%	6	6%	8	6%
		Total	43	100%	94	100%	137	100%
v. Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	TDIFFSTU	Never	2	5%	18	19%	20	15%
		Sometimes	35	81%	54	57%	89	65%
		Often	5	12%	16	17%	21	15%
		Very Often	1	2%	6	6%	7	5%
		Total	43	100%	94	100%	137	100%
w. Examined the strengths and weaknesses of his or her views on a topic or issue	TOWNVIEW	Never	4	9%	7	7%	11	8%
		Sometimes	30	68%	60	64%	90	65%
		Often	9	20%	21	22%	30	22%
		Very Often	1	2%	6	6%	7	5%
		Total	44	100%	94	100%	138	100%

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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**About how often has the typical student done each of the following? (continued)**

	<i>Variable</i>	<i>Response Options</i>	<i>Faculty who teach First-year students</i>		<i>Faculty who teach Seniors</i>		<i>Faculty Total</i>	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
x. Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	TOTHRVW	Never	3	7%	6	6%	9	6%
		Sometimes	29	66%	59	61%	88	62%
		Often	10	23%	24	25%	34	24%
		Very Often	2	5%	8	8%	10	7%
		Total	44	100%	97	100%	141	100%
y. Learned something that changed the way he or she understood an issue or concept	TCHNGVW	Never	1	2%	3	3%	4	3%
		Sometimes	26	58%	55	56%	81	57%
		Often	14	31%	30	31%	44	31%
		Very Often	4	9%	10	10%	14	10%
		Total	45	100%	98	100%	143	100%

**During the current school year, about how much reading and writing do you estimate the typical student has done?**

	<i>Variable</i>	<i>Response Options</i>	<i>Faculty who teach First-year students</i>		<i>Faculty who teach Seniors</i>		<i>Faculty Total</i>	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of assigned textbooks, books, or book-length packs of course readings	TREADASG	None	4	9%	3	3%	7	5%
		Between 1 and 4	22	50%	55	56%	77	54%
		Between 5 and 10	14	32%	30	31%	44	31%
		Between 11 and 20	3	7%	7	7%	10	7%
		More than 20	1	2%	3	3%	4	3%
		Total	44	100%	98	100%	142	100%
b. Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	TREADOWN	None	15	34%	27	29%	42	31%
		Between 1 and 4	25	57%	54	59%	79	58%
		Between 5 and 10	4	9%	8	9%	12	9%
		Between 11 and 20	0	0%	3	3%	3	2%
		More than 20	0	0%	0	0%	0	0%
		Total	44	100%	92	100%	136	100%
c. Number of written papers or reports of <b>20 pages or more</b>	TWRMTR05	None	28	64%	47	47%	75	52%
		Between 1 and 4	14	32%	48	48%	62	43%
		Between 5 and 10	1	2%	4	4%	5	3%
		Between 11 and 20	1	2%	0	0%	1	1%
		More than 20	0	0%	0	0%	0	0%
		Total	44	100%	99	100%	143	100%

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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During the current school year, about how much reading and writing do you estimate the typical student has done? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
d. Number of written papers or reports between <b>5 and 19 pages</b>	TWRTMD05	None	13	30%	14	14%	27	19%
		Between 1 and 4	27	61%	59	60%	86	61%
		Between 5 and 10	3	7%	18	18%	21	15%
		Between 11 and 20	1	2%	7	7%	8	6%
		More than 20	0	0%	0	0%	0	0%
		Total		44	100%	98	100%	142
e. Number of written papers or reports of <b>fewer than 5 pages</b>	TWRITSM1	None	3	7%	5	5%	8	6%
		Between 1 and 4	21	50%	53	54%	74	52%
		Between 5 and 10	12	29%	28	28%	40	28%
		Between 11 and 20	5	12%	9	9%	14	10%
		More than 20	1	2%	4	4%	5	4%
		Total		42	100%	99	100%	141

In a typical week, how many homework problem sets does the typical student complete?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Number of problem sets that take the typical student <b>more than</b> one hour to complete	TPROBSTA	None	7	16%	16	18%	23	17%
		1-2	22	50%	40	44%	62	46%
		3-4	6	14%	14	16%	20	15%
		5-6	6	14%	9	10%	15	11%
		More than 6	3	7%	11	12%	14	10%
		Total		44	100%	90	100%	134
b. Number of problem sets that take the typical student <b>less than</b> one hour to complete	TPROBSTB	None	3	7%	20	22%	23	17%
		1-2	20	45%	36	39%	56	41%
		3-4	13	30%	19	21%	32	24%
		5-6	3	7%	5	5%	8	6%
		More than 6	5	11%	12	13%	17	13%
		Total		44	100%	92	100%	136



**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *should* spend in a typical 7-day week doing each of the following?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TEXPREP	0	0	0%	1	1%	1	1%
		1-5	11	26%	19	19%	30	21%
		6-10	6	14%	16	16%	22	15%
		11-15	7	16%	18	18%	25	18%
		16-20	6	14%	19	19%	25	18%
		21-25	6	14%	9	9%	15	11%
		26-30	2	5%	11	11%	13	9%
		More than 30	5	12%	6	6%	11	8%
		Total		43	100%	99	100%	142
b. Working for pay <b>on campus</b>	TEXWRKON	0	5	12%	13	13%	18	13%
		1-5	3	7%	15	15%	18	13%
		6-10	18	42%	21	21%	39	27%
		11-15	9	21%	17	17%	26	18%
		16-20	7	16%	28	28%	35	25%
		21-25	1	2%	5	5%	6	4%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		43	100%	99	100%	142
c. Working for pay <b>off campus</b>	TEXWRKOF	0	8	19%	12	12%	20	14%
		1-5	6	14%	13	13%	19	13%
		6-10	11	26%	17	17%	28	20%
		11-15	4	10%	14	14%	18	13%
		16-20	9	21%	26	26%	35	25%
		21-25	1	2%	7	7%	8	6%
		26-30	3	7%	5	5%	8	6%
		More than 30	0	0%	5	5%	5	4%
		Total		42	100%	99	100%	141

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *should* spend in a typical 7-day week doing each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	TEXCOCUR	0	1	2%	1	1%	2	1%
		1-5	22	51%	56	58%	78	56%
		6-10	16	37%	33	34%	49	35%
		11-15	2	5%	6	6%	8	6%
		16-20	1	2%	0	0%	1	1%
		21-25	1	2%	0	0%	1	1%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	1%	1	1%
		Total	43	100%	97	100%	140	100%
e. Relaxing and socializing (watching TV, partying, etc.)	TEXSOCIA	0	0	0%	2	2%	2	1%
		1-5	13	30%	25	26%	38	27%
		6-10	13	30%	43	44%	56	40%
		11-15	9	21%	9	9%	18	13%
		16-20	4	9%	12	12%	16	11%
		21-25	1	2%	1	1%	2	1%
		26-30	1	2%	4	4%	5	4%
		More than 30	2	5%	1	1%	3	2%
		Total	43	100%	97	100%	140	100%
f. Providing care for dependents living with him or her (parents, children, spouse, etc.)	TEXCARED	0	3	7%	10	11%	13	9%
		1-5	16	37%	27	28%	43	31%
		6-10	11	26%	20	21%	31	22%
		11-15	8	19%	14	15%	22	16%
		16-20	1	2%	15	16%	16	12%
		21-25	3	7%	4	4%	7	5%
		26-30	0	0%	4	4%	4	3%
		More than 30	1	2%	1	1%	2	1%
		Total	43	100%	95	100%	138	100%

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *actually* spends in a typical 7-day week doing each of the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Commuting to class (driving, walking, etc.)	TEXCOMMU	0	1	2%	4	4%	5	4%
		1-5	32	74%	71	72%	103	73%
		6-10	5	12%	17	17%	22	16%
		11-15	5	12%	3	3%	8	6%
		16-20	0	0%	2	2%	2	1%
		21-25	0	0%	0	0%	0	0%
		26-30	0	0%	1	1%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	43	100%	98	100%	141	100%
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TACTPREP	0	1	2%	5	5%	6	4%
		1-5	24	56%	42	44%	66	47%
		6-10	13	30%	26	27%	39	28%
		11-15	2	5%	9	9%	11	8%
		16-20	1	2%	8	8%	9	6%
		21-25	1	2%	3	3%	4	3%
		26-30	0	0%	2	2%	2	1%
		More than 30	1	2%	1	1%	2	1%
		Total	43	100%	96	100%	139	100%
b. Working for pay <b>on campus</b>	TACTWKON	0	4	9%	12	13%	16	12%
		1-5	10	23%	20	21%	30	22%
		6-10	13	30%	20	21%	33	24%
		11-15	9	21%	16	17%	25	18%
		16-20	6	14%	23	24%	29	21%
		21-25	1	2%	2	2%	3	2%
		26-30	0	0%	1	1%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	43	100%	94	100%	137	100%

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *actually* spends in a typical 7-day week doing each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
c. Working for pay <b>off campus</b>	TACTWKOF	0	1	2%	2	2%	3	2%
		1-5	4	9%	7	7%	11	8%
		6-10	5	12%	11	12%	16	12%
		11-15	5	12%	9	10%	14	10%
		16-20	12	28%	23	24%	35	26%
		21-25	7	16%	12	13%	19	14%
		26-30	7	16%	17	18%	24	18%
		More than 30	2	5%	13	14%	15	11%
		Total	43	100%	94	100%	137	100%
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	TACTCOCU	0	3	7%	7	7%	10	7%
		1-5	15	36%	44	46%	59	43%
		6-10	12	29%	21	22%	33	24%
		11-15	3	7%	14	15%	17	12%
		16-20	6	14%	7	7%	13	9%
		21-25	3	7%	1	1%	4	3%
		26-30	0	0%	2	2%	2	1%
		More than 30	0	0%	0	0%	0	0%
		Total	42	100%	96	100%	138	100%
e. Relaxing and socializing (watching TV, partying, etc.)	TACTSOCI	0	0	0%	0	0%	0	0%
		1-5	2	5%	8	8%	10	7%
		6-10	11	26%	22	23%	33	24%
		11-15	10	24%	17	18%	27	20%
		16-20	4	10%	19	20%	23	17%
		21-25	5	12%	9	9%	14	10%
		26-30	2	5%	9	9%	11	8%
		More than 30	8	19%	11	12%	19	14%
		Total	42	100%	95	100%	137	100%

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *actually* spends in a typical 7-day week doing each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Providing care for dependents living with him or her (parents, children, spouse, etc.)	TACTCARE	0	3	7%	5	5%	8	6%
		1-5	16	38%	28	30%	44	32%
		6-10	8	19%	15	16%	23	17%
		11-15	10	24%	20	21%	30	22%
		16-20	2	5%	12	13%	14	10%
		21-25	2	5%	5	5%	7	5%
		26-30	1	2%	6	6%	7	5%
		More than 30	0	0%	3	3%	3	2%
		Total	42	100%	94	100%	136	100%
g. Commuting to class (driving, walking, etc.)	TACTCOMM	0	1	2%	1	1%	2	1%
		1-5	24	57%	53	55%	77	56%
		6-10	12	29%	33	34%	45	33%
		11-15	4	10%	7	7%	11	8%
		16-20	1	2%	1	1%	2	1%
		21-25	0	0%	0	0%	0	0%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	1%	1	1%
		Total	42	100%	96	100%	138	100%
Select the response that represents the extent to which the typical student's <i>examinations</i> have challenged that student to do his or her best work.	TEXAMS	Very Little	1	2%	3	3%	4	3%
		2	3	7%	3	3%	6	4%
		3	8	19%	6	6%	14	10%
		4	14	33%	19	20%	33	24%
		5	9	21%	35	36%	44	32%
		6	5	12%	22	23%	27	19%
		Very much	2	5%	9	9%	11	8%
		Total	42	100%	97	100%	139	100%

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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During the current school year, how much do you believe the typical student's coursework has emphasized the following mental activities?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. <b>Memorizing</b> facts, ideas, or methods from his or her courses and readings so he or she can repeat them pretty much in the same form	TMEMORIZ	Very little	2	5%	10	10%	12	9%
		Some	11	26%	25	26%	36	26%
		Quite a bit	14	33%	37	39%	51	37%
		Very much	15	36%	24	25%	39	28%
		Total	42	100%	96	100%	138	100%
b. <b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth, and considering its components	TANALYZE	Very little	3	7%	4	4%	7	5%
		Some	20	48%	26	27%	46	33%
		Quite a bit	15	36%	46	48%	61	44%
		Very much	4	10%	20	21%	24	17%
		Total	42	100%	96	100%	138	100%
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	TSYNTHES	Very little	5	12%	7	7%	12	9%
		Some	23	56%	34	36%	57	42%
		Quite a bit	9	22%	34	36%	43	32%
		Very much	4	10%	19	20%	23	17%
		Total	41	100%	94	100%	135	100%
d. <b>Making judgments</b> about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	TEVALUAT	Very little	8	20%	8	8%	16	12%
		Some	16	39%	35	37%	51	38%
		Quite a bit	14	34%	28	29%	42	31%
		Very much	3	7%	24	25%	27	20%
		Total	41	100%	95	100%	136	100%
e. <b>Applying</b> theories or concepts to practical problems or in new situations	TAPPLYIN	Very little	8	19%	8	9%	16	12%
		Some	22	52%	31	33%	53	39%
		Quite a bit	10	24%	29	31%	39	29%
		Very much	2	5%	26	28%	28	21%
		Total	42	100%	94	100%	136	100%

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Writing clearly and effectively	TGNWRITE	Very little	4	10%	6	6%	10	7%
		Some	19	45%	31	33%	50	36%
		Quite a bit	17	40%	39	41%	56	41%
		Very much	2	5%	19	20%	21	15%
		Total		42	100%	95	100%	137
b. Speaking clearly and effectively	TGNSPEAK	Very little	8	19%	10	11%	18	13%
		Some	20	48%	30	32%	50	37%
		Quite a bit	12	29%	34	36%	46	34%
		Very much	2	5%	20	21%	22	16%
		Total		42	100%	94	100%	136
c. Thinking critically and analytically	TGNANALY	Very little	4	10%	12	13%	16	12%
		Some	23	55%	20	21%	43	31%
		Quite a bit	11	26%	41	43%	52	38%
		Very much	4	10%	22	23%	26	19%
		Total		42	100%	95	100%	137
d. Analyzing quantitative problems	TGNQUANT	Very little	5	12%	15	16%	20	15%
		Some	26	63%	33	35%	59	43%
		Quite a bit	8	20%	26	27%	34	25%
		Very much	2	5%	21	22%	23	17%
		Total		41	100%	95	100%	136
e. Using computing and information technology	TGNCMPTS	Very little	0	0%	3	3%	3	2%
		Some	8	20%	23	24%	31	23%
		Quite a bit	28	68%	38	40%	66	49%
		Very much	5	12%	31	33%	36	26%
		Total		41	100%	95	100%	136
f. Working effectively with others	TGNOTHER	Very little	0	0%	5	5%	5	4%
		Some	20	48%	31	33%	51	38%
		Quite a bit	20	48%	38	40%	58	43%
		Very much	2	5%	20	21%	22	16%
		Total		42	100%	94	100%	136

**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas? (cont.)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Learning effectively on his or her own	TGNINQ	Very little	1	2%	9	9%	10	7%
		Some	24	59%	27	28%	51	38%
		Quite a bit	13	32%	42	44%	55	40%
		Very much	3	7%	17	18%	20	15%
		Total	41	100%	95	100%	136	100%
h. Understanding himself or herself	TGNSELF	Very little	2	5%	10	11%	12	9%
		Some	27	64%	40	43%	67	50%
		Quite a bit	11	26%	29	31%	40	30%
		Very much	2	5%	14	15%	16	12%
		Total	42	100%	93	100%	135	100%
i. Understanding people of other racial and ethnic backgrounds	TGNDIVER	Very little	3	7%	11	12%	14	11%
		Some	20	48%	39	43%	59	44%
		Quite a bit	17	40%	32	35%	49	37%
		Very much	2	5%	9	10%	11	8%
		Total	42	100%	91	100%	133	100%
j. Solving complex real-world problems	TGNPROBS	Very little	8	19%	9	10%	17	13%
		Some	25	60%	39	43%	64	48%
		Quite a bit	8	19%	31	34%	39	29%
		Very much	1	2%	12	13%	13	10%
		Total	42	100%	91	100%	133	100%
k. Developing a personal code of values and ethics	TGNETHIC	Very little	4	10%	12	14%	16	12%
		Some	30	71%	39	44%	69	53%
		Quite a bit	6	14%	24	27%	30	23%
		Very much	2	5%	13	15%	15	12%
		Total	42	100%	88	100%	130	100%
l. Developing a deepened sense of spirituality	TGNSPIRI	Very little	16	39%	38	43%	54	42%
		Some	19	46%	39	44%	58	45%
		Quite a bit	5	12%	6	7%	11	8%
		Very much	1	2%	6	7%	7	5%
		Total	41	100%	89	100%	130	100%



**FSSE 2011 Frequency Distributions**  
**Arkansas State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas? (cont.)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
m. Acquiring a broad general education	TGNGENLE	Very little	7	17%	7	8%	14	11%
		Some	12	29%	25	27%	37	28%
		Quite a bit	20	48%	42	46%	62	47%
		Very much	3	7%	17	19%	20	15%
		Total	42	100%	91	100%	133	100%
n. Acquiring job or work-related knowledge and skills	TGNWORK	Very little	3	7%	2	2%	5	4%
		Some	21	50%	27	30%	48	36%
		Quite a bit	15	36%	35	38%	50	38%
		Very much	3	7%	27	30%	30	23%
		Total	42	100%	91	100%	133	100%
o. Voting in local, state, or national elections	TGNCITZN	Very little	19	45%	38	44%	57	44%
		Some	17	40%	33	38%	50	39%
		Quite a bit	5	12%	11	13%	16	12%
		Very much	1	2%	5	6%	6	5%
		Total	42	100%	87	100%	129	100%
p. Contributing to the welfare of his or her community	TGNCOMMU	Very little	10	24%	22	26%	32	25%
		Some	25	60%	35	41%	60	47%
		Quite a bit	6	14%	22	26%	28	22%
		Very much	1	2%	7	8%	8	6%
		Total	42	100%	86	100%	128	100%

**FSSE 2011 Frequency Distributions  
Arkansas State University**

**Disciplinary Area:** Respondents identified the field/discipline in which they teach their courses. These responses were first coded into 84 specific fields/disciplines. Institutions had the option to customize how these were collapsed into as many as eight disciplinary areas. Institutions choosing not to customize receive FSSE's eight categories. All uncategorized fields go into "Other" or "Unassigned fields/disciplines." In instances of missing responses, the disciplinary area of one's academic appointment is substituted. See the FSSE codebook for the breakdown of disciplinary areas.

<i>Variable</i>	<i>Response Options</i>	<b>Faculty who teach First-year students</b>		<b>Faculty who teach Seniors</b>		<b>Faculty Total</b>	
		<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
DISCAREA	Arts and Humanities	18	40%	19	18%	37	25%
	Biological Sciences	4	9%	4	4%	8	5%
	Business	1	2%	17	16%	18	12%
	Education	2	4%	18	17%	20	13%
	Engineering	0	0%	4	4%	4	3%
	Physical Sciences	6	13%	3	3%	9	6%
	Other Professions	1	2%	15	14%	16	11%
	Social Sciences	7	16%	14	13%	21	14%
	Other	6	13%	10	10%	16	11%
		Total	45	100%	104	100%	149

IPEDS: 106458



# Arkansas State University

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FSSE-NSSE Combined Report  
August 2011

# Interpreting the FSSE-NSSE Combined Report

## Typical-Student Survey Option

The typical-student option asks faculty members to respond to questions based on the typical first-year student or senior they have taught during the current academic year. This option is valuable for institutions that desire to have faculty estimate first-year or senior levels of engagement across all their courses, rather than one particular course.

## Sample

The *FSSE-NSSE Combined Report* shows the responses from both students and faculty at your institution who completed NSSE and FSSE. This report only contains responses from faculty who reported that they teach mostly first-year or senior students. Faculty who reported teaching mostly other types of students or who did not report a class rank of students taught are not included in this report.

## Survey Items & Variable Names

In the results format above the bolded line, items from the FSSE survey appear in the first column with the corresponding FSSE and NSSE variables appearing in the second column. In the display below the bolded line, results from the FSSE survey appear in the shaded box on the left, and items from the NSSE survey appear in the box on the right. In each box, the first column contains survey item wording as it appears on the FSSE and NSSE instruments. The second column in each box contains the name of each variable for easy reference to your FSSE and NSSE data files and your *2011 Frequency Distributions* reports.

### Faculty Responses

This column shows the percentage of faculty who responded at or above the indicated response category. To match the response categories provided on the FSSE instrument, the heading of this column varies throughout the report.



**FSSE 2011 Frequency Distributions**  
NSSEville State University

Faculty perceptions of typical students and student responses:				First-Year Students		Seniors	
FSSE Item	Variable	Response Options	Faculty Perception Col %	Student Responses Col %	Faculty Perception Col %	Student Responses Col %	
Asked questions in class or contributed to class discussions	TCLQUEST/CLQUEST	Never	1%	3%	0%	1%	
		Sometimes	52%	32%	9%	19%	
		Often	28%	37%	31%	32%	
		Very often	19%	29%	60%	49%	
Total			100%	100%	100%	100%	

  

Importance faculty place on campus-facilitated activities and student participation:				Student Responses						
Faculty Responses		Student Responses		Distribution of student responses to whether they had done or plan to do the following before graduating						
FSSE Item	Variable	Class	Very Important or Important %	NSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-op experience, or clinical assignment	ENTERN	FY	84%	Practicum, internship, field experience, co-op experience, or clinical assignment	ENTERN04	FY	5%	61%	3%	11%
		SR	87%			SR	60%	18%	13%	9%

### Response Categories

Where applicable, response categories are listed just as they appear on the FSSE and NSSE instruments. The distribution of responses match those in your *2011 Frequency Distributions*.

### Class Level

In both results formats, frequency distributions are reported separately for faculty who teach mostly first-year students and those who teach mostly seniors. Student responses are also reported separately for first-year students and seniors. Institution-reported class levels are used for the student data. In the display below the bolded line, class level appears in the third column of both the faculty and student responses. The responses remain separated by those that pertain to first-year students (FY) and those that pertain to seniors (SR).

**Note:** The *FSSE-NSSE Combined Report* that accompanies the typical-student option contains two different report formats. The graphic above contains a sample of both formats. One is above the bolded line, and the other is below.

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Asked questions in class or contributed to class discussions	TCLQUEST/ CLQUEST	Never	0%	3%	1%	1%
		Sometimes	62%	37%	32%	23%
		Often	21%	35%	38%	36%
		Very often	17%	25%	29%	41%
	Total		100%	100%	100%	100%
Made a class presentation	TCLPRSNT/ CLPRESEN	Never	35%	14%	23%	10%
		Sometimes	48%	51%	31%	36%
		Often	13%	26%	22%	32%
		Very often	4%	9%	23%	22%
	Total		100%	100%	100%	100%
Prepared two or more drafts of a paper or assignment before turning it in	TREWROPA/ REWROPAP	Never	41%	17%	29%	15%
		Sometimes	46%	30%	37%	33%
		Often	11%	32%	25%	32%
		Very often	2%	22%	9%	20%
	Total		100%	100%	100%	100%
Worked on a paper or project that required integrating ideas or information from various sources	TINTEGRA/ INTEGRAT	Never	18%	3%	10%	2%
		Sometimes	56%	24%	21%	13%
		Often	18%	43%	37%	40%
		Very often	9%	30%	31%	45%
	Total		100%	100%	100%	100%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	TDIVCLAS/ DIVCLASS	Never	24%	8%	17%	8%
		Sometimes	42%	33%	34%	26%
		Often	20%	37%	32%	35%
		Very often	13%	22%	17%	31%
	Total		100%	100%	100%	100%
Come to class without completing readings or assignments	TCLUNPRE/ CLUNPREP	Never	6%	31%	10%	26%
		Sometimes	21%	54%	50%	56%
		Often	47%	11%	21%	12%
		Very often	26%	4%	18%	6%
	Total		100%	100%	100%	100%
Worked with other students on projects during class	TCLASSGR/ CLASSGRP	Never	15%	10%	13%	9%
		Sometimes	51%	37%	33%	32%
		Often	21%	40%	37%	38%
		Very often	13%	13%	17%	22%
	Total		100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Worked with classmates outside of class to prepare class assignments	TOCCGRP/ OCCGRP	Never	15%	18%	13%	9%
		Sometimes	55%	41%	32%	34%
		Often	21%	27%	41%	31%
		Very often	9%	15%	15%	26%
	Total		100%	100%	100%	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	TINTIDEA/ INTIDEAS	Never	17%	9%	4%	4%
		Sometimes	61%	39%	39%	28%
		Often	20%	35%	46%	40%
		Very often	2%	17%	11%	29%
	Total		100%	100%	100%	100%
Tutored or taught other students (paid or voluntary)	TTUTOR/ TUTOR	Never	31%	48%	28%	46%
		Sometimes	58%	33%	57%	35%
		Often	9%	14%	10%	10%
		Very often	2%	5%	5%	9%
	Total		100%	100%	100%	100%
Participated in a community-based project (e.g. service learning) as part of a regular course	TCOMMPRO/ COMMPROJ	Never	42%	65%	40%	51%
		Sometimes	40%	24%	37%	30%
		Often	16%	8%	16%	12%
		Very often	2%	3%	7%	7%
	Total		100%	100%	100%	100%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	TITICADE/ ITACADEM	Never	4%	11%	5%	7%
		Sometimes	33%	30%	35%	23%
		Often	41%	29%	32%	31%
		Very often	22%	30%	29%	40%
	Total		100%	100%	100%	100%
Used e-mail to communicate with an instructor	TEMAIL/ EMAIL	Never	0%	1%	0%	0%
		Sometimes	7%	17%	11%	6%
		Often	52%	33%	33%	26%
		Very often	41%	49%	57%	68%
	Total		100%	100%	100%	100%
Discussed grades or assignments with an instructor	TGRADE/ FACGRADE	Never	2%	7%	0%	2%
		Sometimes	41%	41%	35%	28%
		Often	48%	29%	39%	35%
		Very often	9%	23%	26%	34%
	Total		100%	100%	100%	100%
Talked about career plans with a faculty member or advisor	TPLANS/ FACPLANS	Never	13%	16%	4%	13%
		Sometimes	62%	45%	41%	36%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
		Often	20%	26%	36%	28%
		Very often	4%	13%	19%	22%
		Total	100%	100%	100%	100%
Discussed ideas from his or her readings or classes with faculty members outside of class	TIDEAS/ FACIDEAS	Never	20%	38%	14%	23%
		Sometimes	57%	38%	59%	46%
		Often	22%	16%	22%	20%
		Very often	2%	8%	5%	11%
		Total	100%	100%	100%	100%
Received prompt written or oral feedback from faculty on his or her academic performance	TFEED/ FACFEED	Never	0%	10%	0%	4%
		Sometimes	4%	38%	14%	29%
		Often	58%	36%	44%	41%
		Very often	38%	16%	42%	25%
		Total	100%	100%	100%	100%
Worked harder than usual to meet an instructor's standards or expectations	TWORKHRD/ WORKHARD	Never	0%	6%	4%	3%
		Sometimes	71%	34%	53%	34%
		Often	24%	38%	25%	37%
		Very often	4%	22%	18%	26%
		Total	100%	100%	100%	100%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	TFACOTHR/ FACOTHER	Never	32%	58%	16%	44%
		Sometimes	57%	25%	54%	33%
		Often	9%	10%	26%	14%
		Very often	2%	7%	4%	9%
		Total	100%	100%	100%	100%
Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	TOOCID05/ OOCIDEAS	Never	14%	7%	9%	4%
		Sometimes	75%	33%	55%	28%
		Often	9%	36%	32%	36%
		Very often	2%	24%	4%	32%
		Total	100%	100%	100%	100%
Had serious conversations with students of a different race or ethnicity than his or her own	TDIVRSTU/ DIVRSTUD	Never	9%	19%	17%	12%
		Sometimes	60%	31%	52%	36%
		Often	26%	29%	24%	26%
		Very often	5%	20%	6%	26%
		Total	100%	100%	100%	100%
Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	TDIFFSTU/ DIFFSTU2	Never	5%	16%	19%	11%
		Sometimes	81%	36%	57%	36%
		Often	12%	27%	17%	28%
		Very often	2%	21%	6%	25%

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			Col %	Col %	Col %	Col %
		Total	100%	100%	100%	100%
Examined the strengths and weaknesses of his or her views on a topic or issue	TOWNVIEW/ OWNVIEW	Never	9%	10%	7%	9%
		Sometimes	68%	36%	64%	33%
		Often	20%	32%	22%	36%
		Very often	2%	22%	6%	23%
		Total	100%	100%	100%	100%
Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	TOTHRVW/ OTHRVIEW	Never	7%	6%	6%	5%
		Sometimes	66%	31%	61%	30%
		Often	23%	36%	25%	38%
		Very often	5%	28%	8%	28%
		Total	100%	100%	100%	100%
Learned something that changed the way he or she understood an issue or concept	TCHNGVW/ CHNGVIEW	Never	2%	3%	3%	3%
		Sometimes	58%	32%	56%	32%
		Often	31%	39%	31%	36%
		Very often	9%	26%	10%	30%
		Total	100%	100%	100%	100%
Number of assigned textbooks, books, or book-length packs of course readings	TREADASG/ READASGN	None	9%	1%	3%	2%
		Between 1-4	50%	37%	56%	36%
		Between 5-10	32%	42%	31%	37%
		Between 11-20	7%	13%	7%	14%
		More than 20	2%	7%	3%	10%
		Total	100%	100%	100%	100%
Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	TREADOWN/ READOWN	None	34%	28%	29%	23%
		Between 1-4	57%	46%	59%	49%
		Between 5-10	9%	15%	9%	18%
		Between 11-20	0%	4%	3%	6%
		More than 20	0%	6%	0%	5%
		Total	100%	100%	100%	100%



Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Number of written papers or reports of <b>20 pages or more</b>	TWRITMR05/ WRITEMOR	None	64%	83%	47%	56%
		Between 1-4	32%	11%	48%	34%
	Between 5-10	2%	3%	4%	6%	
	Between 11-20	2%	2%	0%	2%	
	More than 20	0%	1%	0%	1%	
	Total		100%	100%	100%	100%
Number of written papers or reports <b>between 5 and 19 pages</b>	TWRITMD05/ WRITEMID	None	30%	28%	14%	19%
		Between 1-4	61%	54%	60%	47%
	Between 5-10	7%	13%	18%	25%	
	Between 11-20	2%	4%	7%	6%	
	More than 20	0%	1%	0%	3%	
	Total		100%	100%	100%	100%
Number of written papers or reports of <b>fewer than 5 pages</b>	TWRITSML/ WRITESML	None	7%	6%	5%	7%
		Between 1-4	50%	40%	54%	40%
	Between 5-10	29%	31%	28%	27%	
	Between 11-20	12%	14%	9%	16%	
	More than 20	2%	9%	4%	10%	
	Total		100%	100%	100%	100%
In a typical week, number of problem sets that take <b>more</b> than one hour to complete	TPROBSTA/ PROBSETA	None	16%	10%	18%	14%
		1-2	50%	36%	44%	35%
	3-4	14%	29%	16%	29%	
	5-6	14%	11%	10%	10%	
	More than 6	7%	13%	12%	12%	
	Total		100%	100%	100%	100%
In a typical week, number of problem sets that take <b>less</b> than one hour to complete	TPROBSTB/ PROBSETB	None	7%	10%	22%	18%
		1-2	45%	35%	39%	33%
	3-4	30%	25%	21%	26%	
	5-6	7%	13%	5%	9%	
	More than 6	11%	18%	13%	13%	
	Total		100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
In a typical 7-day week, time spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TACTPREP/	0 hr/wk	2%	1%	5%	0%
	ACADPR01	1-5 hr/wk	56%	18%	44%	18%
		6-10 hr/wk	30%	27%	27%	24%
		11-15 hr/wk	5%	23%	9%	23%
		16-20 hr/wk	2%	15%	8%	15%
		21-25 hr/wk	2%	8%	3%	9%
		26-30 hr/wk	0%	3%	2%	5%
		30+ hr/wk	2%	5%	1%	6%
		Total		100%	100%	100%
In a typical 7-day week, time spent working for pay <b>on campus</b>	TACTWKON/	0 hr/wk	9%	87%	13%	84%
	WORKON01	1-5 hr/wk	23%	1%	21%	2%
		6-10 hr/wk	30%	3%	21%	3%
		11-15 hr/wk	21%	2%	17%	3%
		16-20 hr/wk	14%	5%	24%	6%
		21-25 hr/wk	2%	1%	2%	1%
		26-30 hr/wk	0%	0%	1%	0%
		30+ hr/wk	0%	1%	0%	1%
		Total		100%	100%	100%
In a typical 7-day week, time spent working for pay <b>off campus</b>	TACTWKOF/	0 hr/wk	2%	59%	2%	39%
	WORKOF01	1-5 hr/wk	9%	3%	7%	5%
		6-10 hr/wk	12%	4%	12%	5%
		11-15 hr/wk	12%	6%	10%	6%
		16-20 hr/wk	28%	7%	24%	9%
		21-25 hr/wk	16%	7%	13%	9%
		26-30 hr/wk	16%	4%	18%	6%
		30+ hr/wk	5%	10%	14%	20%
		Total		100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
In a typical 7-day week, time spent participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	TACTCOCU/ COCURR01	0 hr/wk	7%	55%	7%	59%
		1-5 hr/wk	36%	20%	46%	21%
		6-10 hr/wk	29%	11%	22%	10%
		11-15 hr/wk	7%	5%	15%	3%
		16-20 hr/wk	14%	4%	7%	2%
		21-25 hr/wk	7%	2%	1%	2%
		26-30 hr/wk	0%	2%	2%	1%
		30+ hr/wk	0%	2%	0%	1%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent relaxing and socializing (watching TV, partying, etc.)	TACTSOCL/ SOCIAL05	0 hr/wk	0%	2%	0%	2%
		1-5 hr/wk	5%	22%	8%	29%
		6-10 hr/wk	26%	31%	23%	32%
		11-15 hr/wk	24%	19%	18%	16%
		16-20 hr/wk	10%	13%	20%	11%
		21-25 hr/wk	12%	5%	9%	5%
		26-30 hr/wk	5%	3%	9%	2%
		30+ hr/wk	19%	5%	12%	4%
Total	100%	100%	100%	100%		
In a typical 7-day week, time spent providing care for dependents living with him or her (parents, children, spouse, etc.)	TACTCARE/ CAREDE01	0 hr/wk	7%	54%	5%	40%
		1-5 hr/wk	38%	16%	30%	13%
		6-10 hr/wk	19%	6%	16%	9%
		11-15 hr/wk	24%	5%	21%	5%
		16-20 hr/wk	5%	3%	13%	5%
		21-25 hr/wk	5%	2%	5%	3%
		26-30 hr/wk	2%	1%	6%	2%
30+ hr/wk	0%	12%	3%	25%		
Total	100%	100%	100%	100%		

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
In a typical 7-day week, time spent commuting to class (driving, walking, etc.)	TACTCOMM/ COMMUTE	0 hr/wk	2%	8%	1%	8%
		1-5 hr/wk	57%	62%	55%	56%
		6-10 hr/wk	29%	18%	34%	23%
		11-15 hr/wk	10%	6%	7%	8%
		16-20 hr/wk	2%	4%	1%	3%
		21-25 hr/wk	0%	1%	0%	1%
		26-30 hr/wk	0%	1%	0%	0%
		30+ hr/wk	0%	1%	1%	1%
		Total		100%	100%	100%
Extent to which student's examinations have challenged that student to do his or her best work.	TEXAMS/ EXAMS	Very little	2%	1%	3%	1%
		2	7%	1%	3%	1%
		3	19%	4%	6%	3%
		4	33%	12%	20%	12%
		5	21%	29%	36%	27%
		6	12%	29%	23%	30%
		Very much	5%	24%	9%	26%
	Total		100%	100%	100%	100%
Coursework emphasis: <b>Memorizing</b> facts, ideas, or methods from his or her courses and readings so that he or she can repeat them in pretty much the same form	TMEMORIZ/ MEMORIZE	Very little	5%	3%	10%	5%
		Some	26%	22%	26%	26%
		Quite a bit	33%	40%	39%	41%
		Very much	36%	36%	25%	27%
		Total	100%	100%	100%	100%
Coursework emphasis: <b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	TANALYZE/ ANALYZE	Very little	7%	3%	4%	1%
		Some	48%	22%	27%	18%
		Quite a bit	36%	41%	48%	41%
		Very much	10%	34%	21%	41%
		Total	100%	100%	100%	100%
Coursework emphasis: <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	TSYNTHES/ SYNTHESZ	Very little	12%	4%	7%	4%
		Some	56%	30%	36%	23%
		Quite a bit	22%	41%	36%	38%
		Very much	10%	25%	20%	35%
		Total	100%	100%	100%	100%

Faculty perceptions of typical students and student responses:	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
FSSE Item			Col %	Col %	Col %	Col %
Coursework emphasis: <b>Making judgments</b> about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	TEVALUAT/ EVALUATE	Very little	20%	6%	8%	5%
		Some	39%	23%	37%	20%
		Quite a bit	34%	41%	29%	38%
		Very much	7%	30%	25%	37%
	Total		100%	100%	100%	100%
Coursework emphasis: <b>Applying</b> theories or concepts to practical problems or in new situations	TAPPLYIN/ APPLYING	Very little	19%	4%	9%	3%
		Some	52%	23%	33%	16%
		Quite a bit	24%	40%	31%	35%
		Very much	5%	32%	28%	45%
	Total		100%	100%	100%	100%
Perceived student gain: Writing clearly and effectively	TGNWRITE/ GNWRITE	Very little	10%	6%	6%	4%
		Some	45%	22%	33%	19%
		Quite a bit	40%	37%	41%	39%
		Very much	5%	35%	20%	38%
	Total		100%	100%	100%	100%
Perceived student gain: Speaking clearly and effectively	TGNSPEAK/ GNSPEAK	Very little	19%	6%	11%	5%
		Some	48%	23%	32%	20%
		Quite a bit	29%	37%	36%	37%
		Very much	5%	35%	21%	37%
	Total		100%	100%	100%	100%
Perceived student gain: Thinking critically and analytically	TGNANALY/ GNANALY	Very little	10%	2%	13%	2%
		Some	55%	17%	21%	12%
		Quite a bit	26%	40%	43%	38%
		Very much	10%	41%	23%	49%
	Total		100%	100%	100%	100%
Perceived student gain: Analyzing quantitative problems	TGNQUANT/ GNQUANT	Very little	12%	6%	16%	5%
		Some	63%	25%	35%	18%
		Quite a bit	20%	39%	27%	40%
		Very much	5%	31%	22%	38%
	Total		100%	100%	100%	100%
Perceived student gain: Using computing and information technology	TGNCMPTS/ GNCMPTS	Very little	0%	5%	3%	2%
		Some	20%	17%	24%	15%
		Quite a bit	68%	34%	40%	32%
		Very much	12%	44%	33%	50%
	Total		100%	100%	100%	100%
Perceived student gain: Working effectively with others	TGNOTHER/ GNOTHERS	Very little	0%	6%	5%	4%
		Some	48%	23%	33%	19%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
		Quite a bit	48%	38%	40%	32%
		Very much	5%	33%	21%	45%
		Total	100%	100%	100%	100%
Perceived student gain: Learning effectively on his or her own	TGNIQ/ GNIQ	Very little	2%	5%	9%	7%
		Some	59%	24%	28%	19%
		Quite a bit	32%	40%	44%	37%
		Very much	7%	30%	18%	37%
		Total	100%	100%	100%	100%
Perceived student gain: Understanding himself or herself	TGNSLQ/ GNSLQ	Very little	5%	10%	11%	12%
		Some	64%	24%	43%	23%
		Quite a bit	26%	35%	31%	34%
		Very much	5%	31%	15%	30%
		Total	100%	100%	100%	100%
Perceived student gain: Understanding people of other racial and ethnic backgrounds	TGNDIVER/ GNDIVERS	Very little	7%	12%	12%	11%
		Some	48%	28%	43%	29%
		Quite a bit	40%	34%	35%	34%
		Very much	5%	25%	10%	26%
		Total	100%	100%	100%	100%
Perceived student gain: Solving complex real-world problems	TGNPROBS/ GNPROBSV	Very little	19%	12%	10%	9%
		Some	60%	31%	43%	30%
		Quite a bit	19%	35%	34%	34%
		Very much	2%	23%	13%	28%
		Total	100%	100%	100%	100%
Perceived student gain: Developing a personal code of values and ethics	TGNETHIC/ GNETHICS	Very little	10%	14%	14%	16%
		Some	71%	27%	44%	26%
		Quite a bit	14%	34%	27%	29%
		Very much	5%	25%	15%	30%
		Total	100%	100%	100%	100%
Perceived student gain: Developing a deepened sense of spirituality	TGNSPIRI/ GNSPIRIT	Very little	39%	31%	43%	41%
		Some	46%	28%	44%	27%
		Quite a bit	12%	25%	7%	15%
		Very much	2%	16%	7%	17%
		Total	100%	100%	100%	100%
Perceived student gain: Acquiring a broad general education	TGNGENLE/ GNGENLED	Very little	17%	3%	8%	3%
		Some	29%	16%	27%	15%
		Quite a bit	48%	43%	46%	38%
		Very much	7%	38%	19%	44%
		Total	100%	100%	100%	100%

<b>Faculty perceptions of typical students and student responses:</b>			<b>First-Year Students</b>		<b>Seniors</b>	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
		Total	100%	100%	100%	100%
Perceived student gain: Acquiring job or work-related knowledge and skills	TGNWORK/ GNWORK	Very little	7%	10%	2%	7%
		Some	50%	28%	30%	18%
	Quite a bit	36%	35%	38%	38%	
	Very much	7%	27%	30%	38%	
	Total	100%	100%	100%	100%	
Perceived student gain: Voting in local, state, or national elections	TGNCITZN/ GNCITZN	Very little	45%	43%	44%	37%
		Some	40%	27%	38%	31%
	Quite a bit	12%	17%	13%	19%	
	Very much	2%	13%	6%	13%	
	Total	100%	100%	100%	100%	
Perceived student gain: Contributing to the welfare of his or her community	TGNCOMMU/ GNCOMMUN	Very little	24%	22%	26%	19%
		Some	60%	36%	41%	33%
	Quite a bit	14%	26%	26%	26%	
	Very much	2%	15%	8%	22%	
	Total	100%	100%	100%	100%	

**Importance faculty place on campus-facilitated activities and student participation:**

**Faculty Responses**

**Percentage of faculty who reported that it is important or very important that students at their institution do the following**

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Very Important or Important</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	FY	<b>76%</b>
		SR	<b>84%</b>
Community service or volunteer work	FVOLUNTR	FY	<b>65%</b>
		SR	<b>61%</b>
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLRNCOM	FY	<b>55%</b>
		SR	<b>50%</b>
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	FY	<b>60%</b>
		SR	<b>46%</b>
Foreign language coursework	FFORLANG	FY	<b>58%</b>
		SR	<b>44%</b>
Study abroad	FSTUDYAB	FY	<b>48%</b>
		SR	<b>34%</b>
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	FY	<b>77%</b>
		SR	<b>80%</b>

**Student Responses**

**Distribution of student responses to whether they had done or plan to do the following before graduating**

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Done</i>	<i>Plan to do</i>	<i>Do not plan to do</i>	<i>Have not decided</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	8%	71%	6%	16%
		SR	42%	34%	17%	7%
Community service or volunteer work	VOLNTR04	FY	29%	44%	8%	19%
		SR	51%	21%	16%	12%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	16%	33%	20%	31%
		SR	31%	13%	40%	17%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	6%	34%	23%	36%
		SR	13%	16%	49%	22%
Foreign language coursework	FORLNG04	FY	13%	36%	31%	20%
		SR	24%	12%	50%	14%
Study abroad	STDABR04	FY	9%	25%	37%	29%
		SR	6%	10%	68%	16%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	4%	45%	14%	37%
		SR	14%	35%	33%	18%



**Faculty and student perceptions of the campus environment:**

**Faculty Responses**

Percentage of faculty who reported that their institution emphasizes each of the following quite a bit or very much

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCHO	FY	<b>56%</b>
		SR	<b>54%</b>
Providing students the support they need to help them succeed academically	FENVSUPR	FY	<b>66%</b>
		SR	<b>77%</b>
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	FY	<b>60%</b>
		SR	<b>52%</b>
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	FY	<b>23%</b>
		SR	<b>34%</b>
Providing students the support they need to thrive socially	FENVSOCA	FY	<b>36%</b>
		SR	<b>38%</b>
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	FY	<b>41%</b>
		SR	<b>47%</b>
Encouraging students to use computers in their academic work	FENVCOMP	FY	<b>85%</b>
		SR	<b>87%</b>

**Student Responses**

Distribution of student responses to the extent that their institution emphasizes each of the following

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	38%	45%	16%	2%
		SR	36%	46%	16%	2%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	32%	41%	23%	4%
		SR	25%	43%	27%	5%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	25%	33%	30%	12%
		SR	22%	31%	32%	15%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	17%	23%	33%	27%
		SR	11%	18%	34%	38%
Providing the support you need to thrive socially	ENVSOCAL	FY	19%	30%	34%	17%
		SR	13%	22%	39%	26%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	27%	32%	28%	13%
		SR	17%	28%	35%	20%
Using computers in academic work	ENVCOMP	FY	55%	31%	11%	2%
		SR	62%	25%	11%	2%

**Faculty and student perceptions of the campus environment:**

**Faculty Responses**

Percentage of faculty who reported that students at their institution have positive relationships with the following groups

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Positive Quality</i>
With other students	FENVSTU	FY	<b>74%</b>
		SR	<b>83%</b>
With faculty members	FENVFAC	FY	<b>72%</b>
		SR	<b>76%</b>
With administrative personnel and offices	FENVADM	FY	<b>38%</b>
		SR	<b>42%</b>

Note: Faculty responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality.

**Student Responses**

Distribution of student ratings of the quality of their relationships with the following groups

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>	<i>Neutral or Negative</i>
With other students	ENVSTU	FY	76%	24%
		SR	86%	14%
With faculty members	ENVFAC	FY	70%	30%
		SR	78%	22%
With administrative personnel and offices	ENVADM	FY	58%	42%
		SR	56%	44%

Note: Students responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality and responses of 1, 2, 3, and 4



## **FSSE 2011 Codebook**

Please note the following for the FSSE dataset and codebook: Invalid and nonresponses are coded as missing “.”

Variable	Question and Item Wording	Response Values and Labels
SURVEYID	Survey ID	
	<b>How important is it to you that undergraduates at your institution do the following?</b>	
FINTERN	Practicum, internship, field experience, co-op experience, or clinical assignment	
FVOLUNTR	Community service or volunteer work	
FLERNCOM	Participation in a learning community or some other formal program where groups of students take two or more classes together	1=Not important
FIMPR05	Work on a research project with a faculty member outside of course or program requirements	2=Somewhat important
FFORLANG	Foreign language coursework	3=Important
FSTUDYAB	Study abroad	4=Very important
FINDST06	Independent study or self-designed major	
FSENIOR	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	
	<b>Select the response that you believe best represents the quality of student relationships with people at your institution.</b>	
		1=Unfriendly, unsupportive, sense of alienation
		2=
		3=
FENVSTU	Student relationships with <b>other students</b>	4=
		5=
		6=
		7=Friendly, supportive, sense of belonging
		1=Unavailable, unhelpful, unsympathetic
		2=
		3=
FENVFAC	Student relationships with <b>faculty members</b>	4=
		5=
		6=
		7=Available, helpful, sympathetic
		1=Unhelpful, inconsiderate, rigid
		2=
		3=
FENVADM	Student relationships with <b>administrative personnel and offices</b>	4=
		5=
		6=
		7=Helpful, considerate, flexible

Variable	Question and Item Wording	Response Values and Labels
	<b>To what extent does your institution emphasize each of the following?</b>	
FENVSCHO	Requiring students to spend significant amounts of time studying and on academic work	
FENVSUPR	Providing students support they need to help them succeed academically	
FENVDIR	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	
FENVNACA	Helping students cope with their non-academic responsibilities (work, family, etc.)	1=Very little
FENVSOCA	Providing students the support they need to thrive socially	2=Some
FENVACT	Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	3=Quite a bit
FENVACT	Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	4=Very much
FENVEVEN	Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	
FENVCOMP	Encouraging students to use computers in their academic work	
	<b>About how many hours do you spend in a typical 7-day week doing each of the following?</b>	
UGTEACH	Teaching undergraduate students in class	
GRADEPAP	Grading papers and exams	
GRADEBCK	Giving other forms of written and oral feedback to students	
CLASSPRP	Preparing for class	1=0
REFLECT	Reflecting on ways to improve my teaching	2=1 - 4
SCHOLAR	Research and scholarly activities	3=5 - 8
FRESEARC	Working with undergraduates on research	4=9 - 12
ADVISE	Advising undergraduate students	5=13 - 16
FIELDEXP	Supervising internships or other field experiences	6=17 - 20
FFACOTHR	Working with students on activities other than coursework (committees, orientation, student life activities, etc.)	7=21 - 30
FINTERAC	Other interactions with students outside of the classroom	8=More than 30
SERVICE	Conducting service activities	
		1=Classroom instruction, on-campus
		2=Classroom instruction, at an auxiliary location (e.g., satellite campus, rented facility)
TTEACFOR	In what format do you most often teach?	3=Distance education (live or pre-recorded video/audio, Internet, CD-ROM, correspondence, etc.)

Variable	Question and Item Wording	Response Values and Labels
	<b>Please respond to the following question based on one particular undergraduate course section you are teaching or have taught during this academic year.</b>	
	<b>In your selected course section, on average, what percent of class time is spent on the following?</b>	
LECTURE	Lecture	
TEACHLED	Teacher-led discussion	1=0%
TEACHSTU	Teacher-student shared responsibility (seminar, discussion, etc.)	2=1-9%
COMPMD	Student computer use	3=10-19%
GROUPSML	Small group activities	4=20-29%
STUPRES	Student presentations	5=30-39%
CLSWRITE	In-class writing	6=40-49%
TESTEVAL	Testing and evaluation	7=50-74%
PERFORM	Performances in applied and fine arts (e.g., dance, drama, music)	8=75% or more
EXPERIEN	Experiential (labs, field work, art exhibits, etc.)	
TCLASRAN	During the current year, have you had more first-year students or seniors in your classes?	1=More first-year students than seniors 2=More seniors than first-year students 3=I have taught neither first-year students nor seniors this academic year.
TTSTDCOL - Created by recoding	Estimate the total number of [first-year students/seniors/students] you have taught during this current academic year.	1=9 or less 2=10-19 3=20-29 4= 30-49 5=50-99 6=100 or more
	<b>Please respond to the following question based on the typical [first-year students/seniors/students] you have taught during this academic year.</b>	
	<b>About how often has the typical [first-year student/senior/student] done each of the following?</b>	
TCLQUEST	Asked questions in class or contributed to class discussions	
TCLPRSNT	Made a class presentation	
TREWROPA	Prepared two or more drafts of a paper before turning it in	
TINTEGRA	Worked on a paper or project that requires integrating ideas or information from various sources	1=Never
TDIVCLAS	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2=Sometimes 3=Often
TCLUNPRE	Come to class without completing readings or assignments	4=Very Often
TCLASSGR	Worked with other students on projects during class	
TOCCGRP	Worked with classmates outside of class to prepare class assignments	
TINTIDEA	Put together ideas or concepts from different courses when completing assignments or during class discussions	

Variable	Question and Item Wording	Response Values and Labels
	<b>About how often has the typical [first-year student/senior/student] done each of the following? (continued)</b>	
TTUTOR	Tutored or taught other students (paid or voluntary)	
TCOMMPRO	Participated in a community-based project (e.g., service learning) as part of a regular course	
TITICADE	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	
TEMAIL	Used e-mail to communicate with an instructor	
TGRADE	Discussed grades or assignments with an instructor	
TPLANS	Talked about career plans with a faculty member or advisor	
TIDEAS	Discussed ideas from his or her readings or classes with faculty members outside of class	
TFEED	Received prompt written or oral feedback from faculty on his or her academic performance	1=Never
TWORKHRD	Worked harder than usual to meet an instructor's standards or expectations	2=Sometimes
TFACOTHR	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	3=Often
TOOCID05	Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	4=Very Often
TDIVRSTU	Had serious conversations with students of a different race or ethnicity than his or her own	
TDIFFSTU	Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	
TOWNVIEW	Examined the strengths and weaknesses of his or her views on a topic or issue	
TOTHRVW	Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	
TCHNGVW	Learned something that changed the way he or she understood an issue or concept	

Variable	Question and Item Wording	Response Values and Labels
	<b>During the current school year, about how much reading and writing do you estimate the typical [first-year student/senior/student] has done?</b>	
TREADASG	Number of assigned textbooks, books, and/or book length packs of course readings	1=None
TREADOWN	Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	2=Between 1 and 4
TWRTMR05	Number of written papers or reports of <b>20 pages or more</b>	3=Between 5 and 10
TWRTMD05	Number of written papers or reports <b>between 5 and 19 pages</b>	4=Between 11 and 20
TWRITSMML	Number of written papers or reports of <b>fewer than 5 pages</b>	5=More than 20
	<b>In a typical week, how many homework problem sets does the typical [first-year student/senior/student] complete overall?</b>	
TPROBSTA	Number of problem sets that take the typical student <b>more than</b> one hour to complete	1=None
		2=1 - 2
		3=3 - 4
TPROBSTB	Number of problem sets that take the typical student <b>less than</b> one hour to complete	4=5 - 6
		5=More than 6
	<b>About how many hours do you think the typical [first-year student/senior/student] should spend in a typical 7-day week doing each of the following?</b>	
TEXPREP	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	1=0
TEXWRKON	Working for pay <b>on campus</b>	2=1 - 5
TEXWRKOF	Working for pay <b>off campus</b>	3=6 - 10
TEXCOCUR	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	4=11 - 15
TEXSOCIA	Relaxing and socializing (watching TV, partying, etc.)	5=16 - 20
TEXCARED	Providing care for dependents living with him or her (parents, children, spouse, etc.)	6=21 - 25
TEXCOMMU	Commuting to class (driving, walking, etc.)	7=26 - 30
		8=More than 30



Variable	Question and Item Wording	Response Values and Labels
	<b>About how many hours do you think the typical [first-year student/senior/student] actually spends in a typical 7-day week doing each of the following?</b>	
TACTPREP	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	1=0
TACTWKON	Working for pay <b>on campus</b>	2=1 - 5
TACTWKOF	Working for pay <b>off campus</b>	3=6 - 10
TACTCOCU	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	4=11 - 15
TACTSOCU	Relaxing and socializing (watching TV, partying, etc.)	5=16 - 20
TACTCARE	Providing care for dependents living with him or her (parents, children, spouse, etc.)	6=21 - 25
TACTCOMM	Commuting to class (driving, walking, etc.)	7=26 - 30
		8=More than 30
		1=Very little
		2=
		3=
TEXAMS	Select the box that represents the extent to which the typical [first-year student/senior/student]'s <b>examinations</b> have challenged that student to do his or her best work.	4=
		5=
		6=
		7=Very much
	<b>During the current school year, how much do you believe the typical [first-year student/senior/student]'s coursework has emphasized the following mental activities?</b>	
TMEMORIZ	<b>Memorizing</b> facts, ideas, or methods from his or her courses and readings so he or she can repeat them pretty much in the same form	
TANALYZE	<b>Analyzing</b> the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components	1=Very little
TSYNTHES	<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	2=Some
TEVALUAT	<b>Making judgments</b> about the value of information, arguments or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	3=Quite a bit
TAPPLYIN	<b>Applying</b> theories or concepts to practical problems or in new situations	4=Very much

Variable	Question and Item Wording	Response Values and Labels
	<b>To what extent has the typical [first-year student/senior/student]'s experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas?</b>	
TGNWRITE	Writing clearly and effectively	
TGNSPEAK	Speaking clearly and effectively	
TGNANALY	Thinking critically and analytically	
TGNQUANT	Analyzing quantitative problems	
TGNCMPTS	Using computing and information technology	
TGNOTHER	Working effectively with others	
TGNINQ	Learning effectively on his or her own	1=Very little
TGNSELF	Understanding himself or herself	2=Some
TGNDIVER	Understanding people of other racial and ethnic backgrounds	3=Quite a bit
TGNPROBS	Solving complex real-world problems	4=Very much
TGNETHIC	Developing a personal code of values and ethics	
TGNSPIRI	Developing a deepened sense of spirituality	
TNGENLE	Acquiring a broad general education	
TGNWORK	Acquiring job or work-related knowledge and skills	
TGNCITZN	Voting in local, state, or national elections	
TGNCOMMU	Contributing to the welfare of his or her community	
SURSUB	Amount of survey submitted	1=Ended submission on a page prior to demographics (empstat) 2=Submitted all pages prior to demographics
DISCAREA - Created by recoding	Respondents identified the field/discipline in which they teach their courses. These responses were first coded into 84 specific fields/disciplines. Institutions had the option to customize how these were collapsed into as many as eight disciplinary areas. Institutions choosing not to customize receive FSSE's eight categories. All uncategorized fields go into "Other" or "Unassigned fields/disciplines." In instances of missing responses, the disciplinary area of one's academic appointment is substituted. See the next page of the FSSE codebook for the breakdown of disciplinary areas.	1 = Arts and Humanities 2 = Biological Sciences 3 = Business 4 = Education 5 = Engineering 6 = Physical Sciences 7 = Other Professions 8 = Social Sciences 9 = Other

Respondents identified the field/discipline in which they teach their courses. These responses were first coded into 84 specific fields/disciplines. Institutions had the option to customize how these were collapsed into as many as eight disciplinary areas. Institutions choosing not to customize receive FSSE's eight categories. All uncategorized fields go into "Other" or "Unassigned fields/disciplines." In instances of missing responses, the disciplinary area of one's academic appointment is substituted. The breakdown of the 84 specific fields/disciplines by disciplinary area is given below.

**Arts and Humanities**

Art, fine and applied; English (language and literature); History; Journalism; Language and literature (except English); Music; Philosophy; Speech; Theater or drama; Theology or religion; Other arts & humanities

**Biological Sciences**

Biology (general); Biochemistry or biophysics; Botany; Environmental science; Marine (life) science; Microbiology or bacteriology; Zoology; Other biological science

**Business**

Accounting; Business administration (general); Finance; International business; Marketing; Management; Other business

**Education**

Business education; Elementary/middle school education; Music or art education; Physical education or recreation; Secondary education; Special education; Other education

**Engineering**

Aero-/astronautical engineering; Civil engineering; Chemical engineering; Electrical or electronic engineering; Industrial engineering; Materials engineering; Mechanical engineering; General/other engineering

**Physical Sciences**

Astronomy; Atmospheric science (including meteorology); Chemistry; Earth science (including geology); Mathematics; Physics; Statistics; Other physical science

**Other Professions**

Architecture; Urban Planning; Health technology (medical, dental, laboratory); Law; Library/archival science; Medicine; Dentistry; Veterinarian; Nursing; Pharmacy; Allied health/other medical; Therapy (occupational, physical, speech); Other professional

**Social Sciences**

Anthropology; Economics; Ethnic studies; Geography; Political science (includes govt, int. relations); Psychology; Social work; Sociology; Gender studies; Other social science

**Other**

Agriculture; Communications; Computer science; Family Studies; Natural resources and conservation; Kinesiology; Criminal justice; Military science; Parks, recreation, leisure studies, sports mgmt; Public administration; Technical/vocational; Other field

Variable	Question and Item Wording	Response Values and Labels
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**2011 FSSE Additional Item Set**

DEX1101	During the current school year, how much have events or activities offered at your institution emphasized multiple perspectives (economic, ethnic, political, religious, etc.)? <b>During the current school year, about how often have you encouraged students to attend events or activities that focus on the following?</b>	1=Very little 2=Some 3=Quite a bit 4=Very much
DEX1102A	Economic or social inequalities	1=Never 2=Sometimes 3=Often 4=Very Often
DEX1102B	Issues of race, ethnicity, or nationality	
DEX1102C	Religious or philosophical differences	
DEX1102D	Differences in political viewpoints	
DEX1102E	Issues of gender or sexual identity <b>During the current school year, about how often have you structured a class session around one of the following topics?</b>	
DEX1103A	Economic or social inequalities	1=Never 2=Sometimes 3=Often 4=Very Often
DEX1103B	Issues of race, ethnicity, or nationality	
DEX1103C	Religious or philosophical differences	
DEX1103D	Differences in political viewpoints	
DEX1103E	Issues of gender or sexual identity <b>During the current school year, about how often have the students done each of the following in your courses?</b>	
DEX1104A	Had serious conversations with people whose political views are very different from their own	1=Never 2=Sometimes 3=Often 4=Very Often
DEX1104B	Had serious conversations with people who differ from them in economic or social background	
DEX1104C	Had serious conversations with people who differ from them in race, ethnic background or country of origin	
DEX1104D	Had serious conversations with people who differ from them in religious beliefs or philosophy of life	
DEX1104E	Had serious conversations with people whose sexual orientation is different from their own	